

Name _____
Class _____

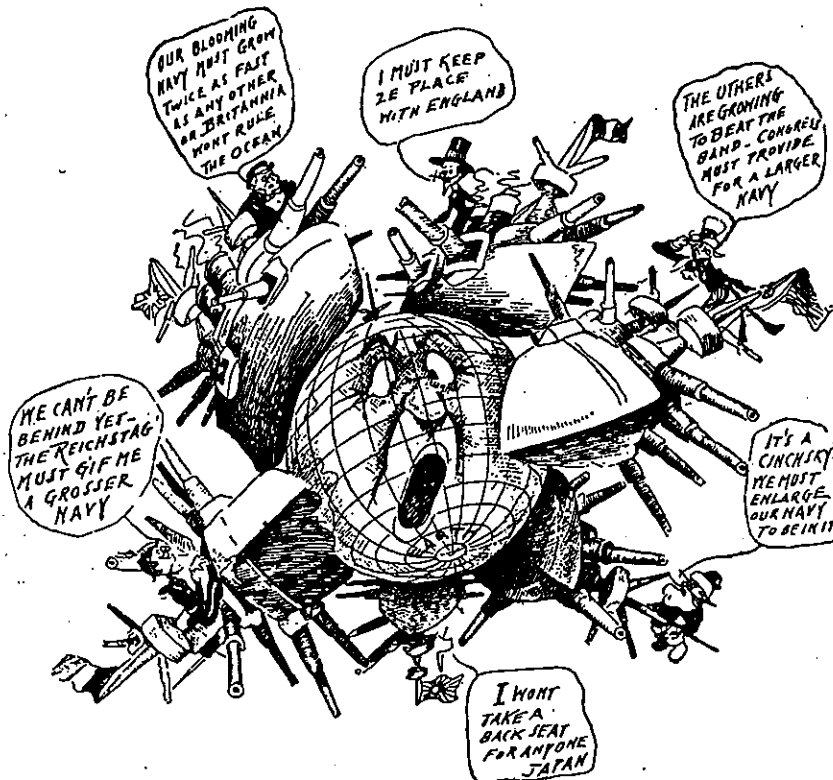
Chapter 27

World War I

MILITARISM

◆ Section I (pages 621-624)

In the early years of the twentieth century, industrialized nations engaged in a frantic arms race. The cartoon below appeared in the *Detroit News* in 1904.



1. The cartoon shows six nations: France, the United States, Russia, Japan, Germany, and Great Britain. On a separate sheet of paper, describe the clues that identify each nation.

2. Is the cartoon concerned with the army or navy? _____

3. Which nation fears losing its position as the leader? _____

4. (a) Why did the cartoonist draw the ships so large in proportion to Earth?

- (b) How does Earth appear in the cartoon?

Name _____
Class _____
Date _____

Basic Skills Worksheet 27

Topic: The Balance of Power in 1914
Skill: Reading a Table

Study the following table and then answer the questions below. Refer to text pages 625–626 as needed.

THE BALANCE OF POWER IN 1914

	Great Britain	France	Russia	Germany	Austria-Hungary	Turkey
Population	46,407,037	39,601,509	167,000,000	65,000,000	49,882,231	21,373,900
Size of Army	711,000	3,500,000	4,423,000	8,500,000	3,000,000	360,000
Battleships	64	28	16	40	16	0
Cruisers	121	34	14	57	12	0
Submarines	64	73	29	23	6	0
Annual Steel Production (tons)	6,903,000	4,333,000	4,416,000	17,024,000	2,642,000	Not Available

Source: Purnell, *History of the Twentieth Century*, Vol. 2, page 453

1. Which of the countries shown on the chart were members of the Central Powers?

Which countries were Allies? _____

2. Which country had the largest army? _____ Which alliance had the largest army?

3. Which country had the largest navy? _____ Which alliance had the largest navy? _____

4. Which country produced the most steel? _____ Which alliance produced the most steel? _____ Why was steel important?

5. Based upon this chart, which country do you feel was the strongest in 1914? _____

Explain. _____

Name _____
Class _____
Date _____

Critical Thinking Worksheet 27

Topic: Causes of World War I
Skill: Identifying a Point of View

International tensions had long been building before the outbreak of World War I. The following cartoon appeared in the *Chicago Tribune* shortly after the fighting began. Analyze the cartoon and then answer the questions that follow. Refer to text pages 620–626 as needed



John T. McCutcheon, Copyrighted, Chicago Tribune Company, all rights reserved, used with permission.

The Crime of the Ages—Who Did It?

1. What crime is referred to in the title of the cartoon? _____
2. Who do the people in the cartoon represent and what are they doing? _____
3. To what extent does the cartoon accurately show how the war started? Explain your answer. _____
4. What viewpoint do you think the artist is expressing in this cartoon? _____
5. What could be another title for this cartoon? _____

POETS VIEW THE WAR

When war broke out in Europe, both sides expected the fighting to be brief and glorious. After years in the trenches, however, many took a different view. The authors of these two poems were Englishmen who fought and eventually died in the war.

The Dead

Blow out, you bugles, over the rich Dead!
There's none of these so lonely and poor of old,
But, dying, has made us rarer gifts than gold.
These laid the world away, poured out the red
Sweet wine of youth; gave up the years to be
Of work and joy, and that unhopèd serene,
That men call age; and those who would have
been,
Their sons, they gave, their immortality.
Blow, bugles, blow! They brought us, for our
dearth,
Holiness, lacked so long, and Love, and Pain.
Honour has come back, as a king, to earth,
And paid his subjects with a royal wage;
And Nobleness walks in our ways again;
And we have come into our heritage.

Rupert Brooke

Dulce et Decorum Est

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed
through sludge,
Till on the haunting flares we turned our backs,
And towards our distant rest began to trudge.
Men marched asleep. Many had lost their boots,
But limped on, blood-shod. All went lame, all
blind,

Drunk with fatigue; deaf even to the hoots
Of gas-shells dropping softly behind.
Gas! Gas! Quick, boys!—An ecstasy of fumbling,
Fitting the clumsy helmets just in time,
But someone still was yelling out and stumbling
And floundering like a man in fire or lime.—
Dim through the misty panes and thick green
light,
As under a green sea, I saw him drowning.

In all my dreams before my helpless sight
He plunges at me, guttering, choking, drowning.
If in some smothering dreams, you too could
pace

Behind the wagon that we flung him in,
And watch the white eyes writhing in his face,
His hanging face, like a devil's sick of sin;
If you could hear, at every jolt, the blood
Come gargling from the froth-corrupted lungs,
Bitter as the cud
Of vile, incurable sores on innocent tongues,—
My friend, you would not tell with such high
zest
To children ardent for some desperate glory,
The old lie: Dulce et decorum est
Pro patria mori.*

Wilfred Owen

*Sweet and honorable it is to die for one's country.

1. Does Brooke see the sacrifices made by those who have died as wasteful or noble? How do you know?

2. Does Owen paint a portrait of glory and sacrifice in his poem? Support your answer with evidence from the poem.

3. (a) Which of these points of view more closely resembles that held by people at the beginning of the war? (b) Which shows war as it really is?

Name _____
Class _____

Chapter 27 ♦ Section 4 (pages 634–637)

THE INDICTMENT OF GERMANY

As you have read, the defeated nations were not invited to take part in the peace negotiations at Paris. When the treaty was completed, the German delegation protested its harshness in a long letter. The excerpt below is taken from the Allies' reply to that letter.

In the view of the Allied and Associated Powers, the war which began on August 1st, 1914, was the greatest crime against humanity and the freedom of peoples that any nation, calling itself civilized, has ever consciously committed. For many years the rulers of Germany, true to the Prussian tradition, strove for a position of dominance in Europe. They were not satisfied with that growing prosperity and influence to which Germany was entitled, and which all other nations were willing to accord her, in the society of free and equal peoples. They required that they should be able to dictate and tyrannise to a subservient Europe, as they dictated and tyrannised over a subservient Germany.

In order to attain their ends, they used every channel in their power through which to educate their own subjects in the doctrine that might was right in international affairs. They never ceased to expand German armaments by land and by sea, and to propagate the falsehood that this was

necessary because Germany's neighbours were jealous of her prosperity and power. They sought to sow hostility and suspicion instead of friendship between nations. They developed a system of espionage and intrigue They kept Europe in a ferment by threats of violence and when they found that their neighbours were resolved to resist their arrogant will, they determined to assert their predominance in Europe by force. As soon as their preparations were complete, they encouraged a subservient ally to declare war against Serbia at 48 hours' notice, knowing full well that a conflict involving the control of the Balkans could not be localised and almost certainly meant a general war. In order to make doubly sure, they refused every attempt at conciliation and conference until it was too late, and the world war was inevitable for which they had plotted, and for which alone among the nations they were fully equipped and prepared.

1. In the excerpt on Resource Book page 123, the German ambassador to London warns his country that the world will blame Germany for the war if its government does not take steps to halt it. Was he right? How do you know?

2. In your own words, summarize five accusations made by the Allied powers against the German government.

3. Based on this selection and on what you have learned about the causes of World War I, do you think the Allied assessment of Germany's responsibility for the war is a just one? Why or why not?

Chapter 28

Russia in Revolution

THE PLIGHT OF THE RUSSIAN PEASANT

◆ Section I (pages 641-646)

The harsh conditions under which Russian peasants lived led to hundreds of small uprisings in the years preceding the revolution of 1917. Russian historian Pavel Nikolaevich Miliukov described those conditions during a tour of the United States in the early 1900's.

Prior to the emancipation of the peasants, forty years ago, economic life in Russia still preserved its medieval character. It was based on home production for home consumption—at least so far as peasant life was concerned. The outlay for food, lodging, clothing, fuel, and light—in short, for all the chief items of the family budget—was practically naught. A man paid nothing for his own hovel, he fed on the products of his own field and garden; he was amply supplied with homespun clothing. . . . Now, however, all this had changed. Wooden chips have given way to a kerosene smoker [lamp]; homespun linen has been superseded by calicoes, while woolen stuffs have disappeared without a substitute; fuel has become very scarce and expensive. Food—which consists of vegetable products alone—is insufficiently supplied; too often it has to be bought by the grain-producers themselves; . . .

Why have the conditions of life thus changed? In Russia you may sometimes hear the explanation, on the part of the former landlords, that it is because the Russian peasant has become lazy; that he is now a spendthrift, since nobody is there to take care of him. This is adduced as a reason why the peasant prefers factory products

to those of his own making. The fact is that the peasant now is too poor to utilize his and his family's work for himself; and, at the same time, he has no more raw material for his home industry. He can no longer have his clothes prepared by the women of his own family, because he has no more wool or linen to spare. His new expenses for the factory calico are certainly not inspired by any taste for fancy articles, but by mere necessity; and his purchases are generally cheap and of inferior quality. He can hardly be accused of lavishness on the ground that he has to buy some food in the market, since the fact is that on an average his yearly consumption is still below the necessary minimum. . . . To be sure, he will not be found buying meat, because on the average he eats meat only four times a year. . . .

If the Russian peasant has no time to work for himself, if he is fatally underfed and underclothed, if he needs money badly, it is, first and foremost, because he is compelled to perform his functions as a taxpayer. He does his best to pay his taxes; and if, in spite of all his exertions, he accumulated arrears upon arrears, it is not because he will not, but because he cannot, pay.

1. What were the economic conditions of Russian peasants before emancipation?

2. How had conditions changed in the 40 years since emancipation?

3. What, according to the author, is the foremost reason why peasants do not have the money they need to purchase goods?

Name _____

Class _____

Date _____

Critical Thinking Worksheet 28

Topic: The French and Russian Revolutions

Skill: Comparing and Contrasting

By comparing and contrasting the way revolutions occur in different times and places, historians are able to identify phases that revolutions have in common. In the left column below are a number of statements about events in the French Revolution. Fill in the right column by identifying comparable events in the Russian Revolution and explaining how they are alike or different.

French Revolution	Russian Revolution
1. In 1789, the French Revolution got underway with the summoning of the French Estates General. This gathering put an end to the Old Regime.	
2. Lack of funds forced the French king to call the Estates General.	
3. In France, although the peasants were the most deprived social class, it was the bourgeoisie who initiated the revolution.	
4. Initially the goals of the French Revolution were to gain more individual rights and freedoms and to create a constitutional monarchy.	
5. As leaders of the different factions struggled for power, Robespierre gathered control into his own hands.	
6. After the confusion and extremism of the Reign of Terror, public opinion was ready for a firm, conservative government and granted full powers to Napoleon.	

COLLECTIVIZATION

Part of Stalin's master plan to modernize the Soviet Union was the collectivization of agriculture. In the excerpt below, opponent Victor Serge speaks out against this program.

The real policy had been outlined by Molotov . . . the development of collective agricultural cultivation. . . . A slow development was envisaged, spread over many years, since collective agriculture could only replace piecemeal cultivation stage by stage as the State supplied the farms with the equipment that was indispensable to mechanized cultivation. But, as it was, war had been declared on the peasantry through the requisitioning. If the State confiscates the grain, what is the use of sowing? In the following spring, statistics will show that the area under wheat has shrunk: a peasants' strike. There is only one way of forcing them: compulsory cooperatives, administered by the Communists. Will persuasion succeed? The independent farmer who has resisted the . . . coercion turns out to be freer and better fed than his fellows. The Government draws the conclusion that collectivization must be total and abrupt. However, the folk of the soil are putting up a bitter defense. How can their resistance be broken? By expropriation and mass deportation of the rich peasants or kulaks and of any that may be classified as kulaks. This is what is called "the liquidation of the kulaks as a class."

Will it ever be known how terrible was the disorganization of agriculture that resulted? Rather than hand over their livestock . . . the peasants slaughter the beasts, sell the meat . . . and make boots out of the leather. Through this destruction, the country passes from poverty to famine.

The women came to deliver the cattle confiscated by the [State], but made a rampart of their own bodies around the beasts: "Go on, bandits shoot!" And why should these rebels not be shot at? In a Kuban market-town whose entire population was deported, the women undressed in their houses, thinking that no one would dare make them go out naked; they were driven out as they were to the cattle-trucks, beaten with rifle-butts.

Trainloads of deported peasants left for the icy North, the forests, the steppes, the deserts. These were whole populations, denuded of everything; the old folk starved to death in mid-journey, new-born babies were buried on the banks of the roadside, and each wilderness had its crops of little crosses of boughs or white wood. Other populations, dragging all their mean possessions on wagons, rushed towards the frontiers of Poland, Rumania, and China and crossed them . . . in spite of the machine guns. . . .

1. (a) How was the process of collectivization originally envisioned?

(b) How has the process actually been implemented?

2. In the beginning, the government tried to persuade Russian farmers to collectivize. (a) How did many farmers respond?

(b) How did those who resisted fare?

3. The author describes methods of resistance. How does his choice of examples show the desperation and determination of the resisters?

Name _____
Class _____

Chapter 30

The Years between the Wars

THE KELLOGG-BRIAND PACT

◆ Section 1 (pages 681–683)

After 1918, the people of the Western democracies wanted to do everything possible to avoid another war. To this end, they negotiated a number of peace treaties during the next two decades. Among these was the Kellogg-Briand pact, which renounced war. The cartoon below appeared in the British magazine, *Punch*, in 1928.



Little Miss Peace: 'Isn't it splendid! I've got fifteen—and I hope to get the rest.'

1. How does the cartoonist portray Little Miss Peace? _____

2. (a) Miss Peace is carrying an autograph album. What does it contain?

(b) To what does "the rest" refer?

3. How does the portrayal of Little Miss Peace and her book reflect the cartoonist's view of the peace pact?

Name _____

Class _____

Date _____

Critical Thinking Worksheet 30

Topic: Germany's Postwar Crisis

Skill: Identifying Point of View and Bias

The Depression of the thirties affected all of Europe. In Germany, the effect was compounded by debts and reparations resulting from World War I and by anger at Germany's defeat and losses. In her autobiography *Restless Days*, Lilo Lenke, a young German journalist and pacifist, describes how her family was affected by the crisis. The following passage focuses on the growing conflict between her and her brother. Study the excerpt to identify their different viewpoints and answer the questions that follow.

In my own family the political antagonism was growing past endurance. In October Fritz had finished his apprenticeship in an old-established export house, at the precise moment when the firm went bankrupt . . . [F]or my brother the bankruptcy of his firm . . . meant that he lost his job. His three years' training was in vain—there was not a single export firm which was not forced to dismiss as many of its employees as possible.

Coming home from the office, I found him brooding in a corner with the expression of a beaten dog. He felt humiliated by the fact that I, a girl, was working and earning money whilst he was idle and without a pfennig in his pockets, reduced to the state of a proletarian. I tried to console him:

"Don't worry, you will find another job. And besides, it isn't in the least your fault. Nobody can blame you. Millions suffer the same."

He looked at me with wild hatred:

"Yes, that's just it—millions! If it isn't my

Source: *Restless Days*, by Lilo Lenke

fault, whose fault is it? I tell you—your friends, the French, the English, the Americans, and all those damnable nations who inflict on us one dishonorable penalty after the other—they are to blame for all this. Before the war the whole world bought German goods. My firm exported to Africa, to the German colonies. Hundreds of thousands we turned over every year. But they have robbed us of our colonies, of all our former markets. They have stolen the coal-mines in the Saar . . . they squeeze millions of marks out of our bleeding country. We'll never rise again unless we free ourselves by another war."

"Don't be foolish, Fritz. Things are bad in the whole world."

"I don't care about the world. I care only about Germany, which you and your pacifists have delivered into the hands of our enemies. I despise you, you are not worthy to call yourself a German."

1. What caused Fritz to lose his job? _____
2. What was Lilo's point of view on the crisis? _____

3. Whom did Fritz blame for the crisis? _____

4. What phrases in Fritz's outburst would you consider as showing bias? _____

5. Read the description of *Mein Kampf* on page 694. Which of Hitler's views would be likely to appeal to Fritz? _____

Name _____
Class _____
Date _____

Basic Skills Worksheet 30

Topic: The Rise of the Nazi Party
Skill: Using Statistics

This table shows results of German elections between 1920 and 1933. The numerals show the number of representatives from each major party who were elected to the legislature.

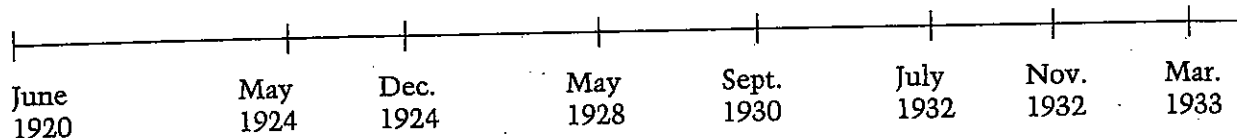
GERMAN ELECTIONS TO THE WEIMAR ASSEMBLY AND REICHSTAG

	June 1920	May 1924	Dec. 1924	May 1928	Sept. 1930	July 1932	Nov. 1932	Mar. 1933
Communists	2	62	45	54	77	89	100	81
Social Democrats	112	100	131	152	143	133	121	125
Democrats	45	28	32	25	14	4	2	5
Center	68	65	69	61	68	75	70	74
People's Party	62	44	51	45	30	7	11	2
Nationalists	66	96	103	78	41	40	51	52
Nazis	—	38	20	12	107	230	196	288

Source: Brinton, Christopher, and Wolff, *A History of Civilization: 1815 to the Present*

1. When did the Nazis and their allies the Nationalists first win a majority? _____
2. Refer to text pages 691–696 to find out what events might account for the variation in the number of Nazis elected to government. Then complete the time line below for the period 1920 to 1933 showing events that affected the rise of the Nazi party. Events include the following: Hitler becomes Führer of Nazi party (July 1921), Fascists take power in Italy (October 1922), Nazi Munich coup fails (November 1923), Hitler's *Mein Kampf* published (July 1925), height of Great Depression (December 1932), Hitler named chancellor of Germany (January 1933).

THE RISE OF THE NAZI PARTY, 1920–1933



3. Use information from the table and the time line to answer the following questions:
(a) Approximately how long did it take after Hitler's publication of *Mein Kampf* for the Nazi party to gain over 100 seats in the Reichstag? _____
(b) What event might explain the largest increase in Nazi party seats? _____
4. Drawing on your answers to the questions above, would you say there was a relationship between economics and the rise of the Nazi party between the years 1920 and 1933? Explain your answer.

THE MUNICH AGREEMENT

The Munich agreement was the last step (and some thought the last straw) in Chamberlain's policy of appeasement. The cartoon below appeared in a United States newspaper in 1938.

"SHH-HH! HE'LL BE QUIET NOW—MAYBE!"



1. (a) Who are the two figures dressed as nursemaids?

(b) Who is the "baby" in the cradle?

2. What does the bottle symbolize?

3. What does the cartoonist imply will happen when the baby has finished its bottle?

4. On a separate sheet of paper, draw your own cartoon of the Munich agreement.

Name _____
Class _____

Chapter 31

World War II

THE NAZI-SOVIET PACT

◆ Section I (pages 707-714)

News of the Nazi-Soviet pact shocked the world. British cartoonist David Low expressed in this cartoon the disbelief shared by millions.



1. (a) Who is the figure on the left? _____ (b) On the right? _____
2. (a) Where are the figures standing? _____
(b) What does the location of the figures imply about the purpose of the pact?

3. What evidence is there in the cartoon that the two men hated one another?

4. What point is the cartoonist making about the alliance?

presence of one new face among so many thousands would never be detected, for no one in the camp knew all the other inmates.

If she had been three or four years older that might have worked. A girl of twenty would have been able to understand clearly the miraculous circumstances of her survival, and have enough foresight not to tell anyone about them. She would wait for better times, like so many others were waiting, to recount what she had lived through. But Mussfeld thought that a young girl of sixteen would in all naiveté tell the first per-

son she met where she had just come from, what she had seen and what she had lived through. The news would spread like wildfire, and we would all be forced to pay for it with our lives.

"There's no way of getting around it," he said. "The child will have to die."

Half an hour later the young girl was led, or rather carried into the furnace room hallway, and there Mussfeld sent another in his place to do the job. A bullet in the back of the neck.

1. Give two examples of how the gas kommando men helped the young girl.

2. Why do you think the gas kommando men wanted to help the young girl?

3. If you were Dr. Nyiozli, what would you have said to Mussfeld to convince him to spare the young girl?

4. What did Mussfeld fear would happen if the young girl was allowed to work with the women in front of the crematorium?

5. What different attitudes toward human life does this story portray?

Name _____
 Class _____
 Date _____

Basic Skills Worksheet 31

Topic: The Holocaust
 Skill: Reading a Table

Study the table below and then answer the questions that follow.

ESTIMATED NUMBER OF JEWS KILLED IN THE HOLOCAUST

Countries	Pre-Holocaust Jewish Population	Number That Perished	Percent of Jewish Pre-Holocaust Population
Poland	3,300,000	3,000,000	90
Soviet Union*	2,850,000	1,252,000	44
Hungary	650,000	450,000	90
Romania	600,000	300,000	50
Baltic States	253,000	228,000	90
Germany/Austria†	240,000	210,000	90
Czechoslovakia	180,000	155,000	89
The Netherlands	140,000	105,000	75
France	350,000	90,000	26
Greece	70,000	54,000	77
Belgium	65,000	40,000	60
Yugoslavia	43,000	26,000	60
Bulgaria	64,000	14,000	22
Italy	40,000	8,000	20
Other	16,800	1,900	11
Total	8,861,800	5,933,900	67

* In parts of the Soviet Union that were occupied by Germany, 65% of the Jews perished.
 † Austria was annexed by Germany in 1938.

Source: *The War against Jews*, by Lucy S. Davidowicz, page 403

- What was the total Jewish population in Europe prior to the Holocaust? _____
 How many Jews perished as a result of the Holocaust? _____ What percentage of the Jewish population in Europe perished? _____
- In which country was the pre-Holocaust Jewish population largest? _____
 In which did the greatest number of Jews perish? _____
- In which countries did the highest percentage of Jews perish? _____

 In which did more than half the Jews survive? _____
- Why, do you think, were most of the death camps located in Eastern Europe? _____

AN IMPOSSIBLE PROBLEM IN AUSCHWITZ

Dr. Miklos Nyiozli worked in Auschwitz. He later described an incident that reveals the horror of the Holocaust.

The chief of the gas chamber kommando almost tore the hinges off the door to my room as he arrived out of breath, his eyes wide with fear or surprise.

"Doctor," he said, "come quickly. We just found a girl alive at the bottom of the pile of corpses" . . . We removed the still living body from the corpses pressing against it. I gathered the tiny adolescent body in my arms and carried it back into the room adjoining the gas chamber, where normally the gas kommando men change clothes for work. I laid the body on a bench. A frail young girl, almost a child, she could have been no more than fifteen. I took out my syringe and, taking her arm—she had not yet recovered consciousness and was breathing with difficulty—I administered three intravenous injections. My companions covered her body which was as cold as ice with a heavy overcoat. One ran to the kitchen to fetch some tea and warm broth. Everybody wanted to help, as if she were his own child.

The reaction was swift. The child was seized by a fit of coughing, which brought up a thick globule of phlegm from her lungs. She opened her eyes and looked fixedly at the ceiling. I kept a close watch for every sign of life. Her breathing became deeper and more regular. Her lungs, tortured by the gas, inhaled the fresh air avidly . . .

Her movements were becoming more and more animated; she tried to move her hands, her feet, to turn her head left and right. Her face was seized by a fit of convulsions. Suddenly she grasped my coat collar and gripped it convulsively, trying with all her might to raise herself. I laid her back down again several times, but she continued to repeat the same gesture. Little by little, however, she grew calm and remained stretched out, completely exhausted . . . I received the first reply to my questions. Not wanting to tire her, I asked only a few. I learned that she was sixteen years old, and that she had come with her parents in a convoy from Transylvania.

The kommando gave her a bowl of hot broth, which she drank voraciously. They kept bringing her all sorts of dishes, but I could not allow them to give her anything. I covered her to her head and told her that she should try and get some sleep.

My thoughts moved at a dizzy pace. I turned towards my companions in the hope of finding a solution. We racked our brains, for we were now

face to face with the most difficult problem: what to do with the girl now that she had been restored to life? We knew that she could not remain here for very long . . .

Little time remained for reflection. Oberschaffner Mussfeld arrived to supervise the work, as was his wont. Passing the open door, he saw us gathered in a group. He came in and asked what was going on. Even before we told him he had seen the girl stretched out on the bench.

I made a sign for my companions to withdraw. I was going to attempt something. I knew without saying it was doomed to failure . . . From our numerous contacts, I had been able to ascertain that Mussfeld had a high esteem for the medical expert's professional qualities. He knew that my superior was Dr. Mengele, the KZ's most dreaded figure, who, goaded by racial pride, took himself to be one of the most important representatives of German medical science. He considered the dispatch of hundreds of thousands of Jews to the gas chambers as a patriotic duty . . .

And this was the man I had to deal with, the man I had to talk into allowing a single life to be spared. I calmly related the terrible case we found ourselves confronted with. I described for his benefit what pains the child must have suffered in the undressing room, and the horrible scenes that preceded death in the gas chamber. When the room had been plunged into darkness, she had breathed in a few lungfuls of cyclon gas. Only a few, though, for her fragile body had given way under the pushing and shoving of the mass as they fought against death. By chance she had fallen with her face against the wet concrete floor. That bit of humidity had kept her from being asphyxiated, for cyclon gas does not react under humid conditions.

These were my arguments, and I asked him to do something for the child. He listened to me attentively, then asked me exactly what I proposed doing. I saw by his expression that I had put him face to face with a practically impossible problem. It was obvious that the child could not remain in the crematorium. One solution would have been to put her in front of the crematorium gate. A kommando of women always worked here. She could have slipped in among them and accompanied them back to the camp barracks after they had finished work. She could never relate what had happened to her. The

(Continued)